TABLE IV.1 **Curriculum Planning Template Thematic Curriculum Unit—Performance Assessment and Planning Guide**

**Key Question: Who am I? Theme: Japan and the World (Integration of Social Studies Theme: Nationalities and our WI Heritage) Topic: My Family’s Heritage**

**Targeted Proficiency Level: Beginning –Grade 4 Developing Transitioning Refining**

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| **Communication Mode:**  *Performance Assessment* | Interpersonal  Interpretive  Presentational | Interpersonal  Interpretive  Presentational | Interpersonal  Interpretive  Presentational |
| The students will be able to ask and answer short questions about the nationality and native language of peoples from around the world during a conversation on a present day World Event (i.e. Olympic Games). | The student will be able to read a short passage of self introduction from students around the world and report the information to the class, including information on nationality, native language(s), and other world languages they speak and place of residence. | Using a Family Tree with labels of family members as a guide, students will be able to talk about each member of their family as well as their own family heritage. The students will then graph, obtain, give and post information pertaining to the prominent heritages and immigration patterns in WI, the Fox Valley area and the class as well as compare this information with other areas of their state, nation and world |
| Wisconsin Standards: **Communication** | A.2. **Questions:** Students will ask and answer questions, including biographical information  A.5. **Comprehension:** Students will ask for repetition and repeat to ensure understanding | B.4. **Reading:** Students will comprehend the main idea of selected, short authentic written materials  B.5. **Strategies:** Students will use previous classroom experience with the language to understand its spoken and written forms | C.2. **Speeches:** Students will write and present a short narrative about themselves |
| *Target Performance (Key elements from the Performance Guidelines to consider in rubric development)* | **Content: Spontaneity**  Responds automatically to high frequency cues (i.e., hello, how are you; what’s your name); can ask memorized questions (i.e., what’s your name, how are you)  Begins combining and recombining phrases into short strings of  sentences on familiar topics in both oral and written presentations | **Content: Vocabulary**  Uses a limited number of  memorized words and phrases;  relies on native language for  unknown words and expressions;  determines meaning by  recognition of cognates, prefixes,  and thematic vocabulary | **Content: Complexity/Sophistication**  Relies primarily on memorized  phrases and short sentences on very  familiar topics in both oral and  written presentations  **Vocabulary**  Uses a limited number of  memorized words and phrases; relies on native language for unknown words and expressions; determines meaning by recognition of cognates, prefixes, and thematic vocabulary |
| **Accuracy: Ease**  Expresses memorized phrases with ease and with few errors; may show evidence of false starts and pauses as topics expand beyond memorized dialogues | **Accuracy: Spelling/Orthography**  Can copy with accuracy memorized language; will not notice errors | **Accuracy: Ease**  Expresses memorized  phrases with ease and with few errors; may show evidence of false  starts and pauses as topics expand  beyond memorized dialogues |

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|  | **Communication Strategies: Impact**  Focuses on successful task  completion; uses gestures or visuals to maintain audience’s attention and/or interest as appropriate to purpose | Communication Strategies: | **Communication Strategies: Impact**  Focuses on successful task  completion; uses gestures or visuals to  maintain audience’s attention and/or  interest as appropriate to purpose  **Monitoring**  May self-correct on high frequency items |
| **Cross-Cultural Applications: Verbal**  Imitates appropriate linguistic  patterns (i.e., register, formal  vs. informal address, intonation) when modeled by the teacher | Cross-Cultural Applications: | **Cross-Cultural Applications: Verbal**  Imitates appropriate linguistic patterns (i.e., register, formal vs. informal address,  intonation) when modeled by the teacher  **Non-verbal**  Imitates nonverbal patterns of behavior appropriate to the target culture (i.e., gestures, proximity, eye contact) when they are modeled by the teacher |
| Links to **Culture** and the other Wisconsin Standards:  ✓ ***Connections***  ✓ ***Comparisons***  ✓ ***Communities***  *Evidence (How these standards are incorporated in the instruction)* | D1: **Patterns of interaction:** Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied  D.3. **Beliefs and attitudes:** Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family  E.4. **Geography:** Students will identify countries, regions, and geographic features where the target language is spoken  F1: **Speaking and writing:** Students will use topics and skills from other school subjects to discuss and/or write in the language studied  H1: **Structures:** Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning  H.2. **Idioms:** Students will identify expressions that cannot be translated word for word in order to derive meaning  H.4. **Cultural characteristics:** Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language  I.2. **Comparisons:** Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures  I.3. **Characteristics of culture:** Students will understand the concept of culture as they compare other cultures to their own  J3: **Communication:** Students will exchange information with people locally and around the world through avenues such as pen pals, e-mail, videos, speeches, and publications |  |  |
| **Structures and Vocabulary:**  *What needs to be taught for students to be successful in the performance assessment* | 自己紹介 (self Introduction)：  Name, age, year in school, where you live, like/dislike, basic family info…  おなまえは？  何さい？  何年生？  どこに住んでいる？  何が好き？好きじゃない？  何人家族？  3rd person introduction  ～さんは……………です。 | Vocabulary  Country names/Continents  Cardinal Directions  i adjectives (descriptions)   * おおきい・ちいさい * とおい・ちかい * さむい・あつい * おおい・すくない   相槌 /あいづち(cultural conversational interjections)  ほんとう？  そうですか・そうですね | ~は～です。 (It is…../I am/He/She is…..This is a…….)  ～にある　（i.e. 北・南、北西）  (It is in…../They are in…..)  Nounのnoun です。  (show possession)  …にすんでいます。(~lives in~.)  ～人です。(~ is ……(nationality))  ～語をはなします。(~speaks….) |